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ABSTRACT

In order to establish baseline data for a continuing examination of non-returning students at Montgomery College, questionnaires were sent to 570 "special students"--students not matriculated in a particular curriculum and who do not intend to complete a degree or certificate--who attended the college during spring 1970 but did not return for the fall 1970 term. A response rate of 41.4% was obtained. The survey elicited reasons for attendance and non-return, current educational and employment status, and evaluation of college instruction and services. The findings in these areas are discussed in detail and the data are presented in a series of tables and graphs. This study was a companion to a similar survey of matriculated students who did not return for fall 1970 (ED 091 025). The survey instrument utilized in both studies is appended. (BB)

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NON-RETURNING SPECIAL STUDENTS

A FOLLOW-UP STUDY

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by

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SPECIAL STUDENT FOLLOW-UP
FALL 1970

THE PROBLEM

The follow-up study of the Fall 1970 non-returning students entitled, Where Have All the Freshmen Gone? (Gell and Bleil, 1973), established baseline data for a continuing examination of non-returning students at Montgomery College. While that study dealt with only the non-returning matriculated students, the present study focused on only special students who chose not to return for the Fall 1970 semester. It is intended that the present study will establish a baseline against which subsequent studies dealing with non-returning special students might be compared and against which trend data might be plotted.

In keeping with the intent of the non-returning matriculated student study, the purpose of the present investigation was to examine special students' reasons for choosing to leave the College for the Fall 1970 semester, to determine what happened to those students upon termination, and to assess what impact their exposure to Montgomery College has had on their present course of action. It was felt that special students were indeed "special" and should be examined apart from matriculated students in that on the most part these students did not intend to complete degrees or certificates at Montgomery College. In addition, it should be noted that special students may tend to enter and exit from the College at varying and numerous times, therefore their absence from one semester's roster will not necessarily mean they would not enroll again in a future semester.

METHODOLOGY

The data analyzed for this study were gathered through questionnaires mailed in the Fall 1970 to those special students who were registered for the Spring 1970 semester who chose not to enroll for the Fall 1970 semester. Out of a possible 570 non-returning special students, 236 (41.4%) completed usable questionnaires. The questionnaire utilized for this study was developed by the Montgomery College Office of Institutional Research for use with the Fall 1970 non-returning matriculated student study. Specifically, the questionnaire is divided into four sections and requests general information as well as data related to those students who enrolled in another school after leaving Montgomery, students who entered full-time employment, and students who enlisted in the military service (see Appendix A for questionnaire).

For the purpose of reporting the findings of the study, the report will generally follow the format of the questionnaire preceded by a description of the study population. Inasmuch as this study is a baseline study, no statistical comparisons could be made with previous data.

THE POPULATION

During the Spring 1970 semester, 6773 students were enrolled at Montgomery College. Approximately 75 percent (5079) of these students were registered as matriculated students (students working toward a degree or certificate) while 25 percent (1694) of the students were categorized as special students (see Figure 1). For the purposes of this study, special students at Montgomery College are defined as:

> ...those students who have completed their high school requirements, or who are beyond normal high school age, and who feel that they can benefit from the programs of the College. Special students are not candidates for a degree or certificate, but may qualify by fulfilling the admission requirements for a matriculated student. (Montgomery College Catalog, 1974-75, p. 18).

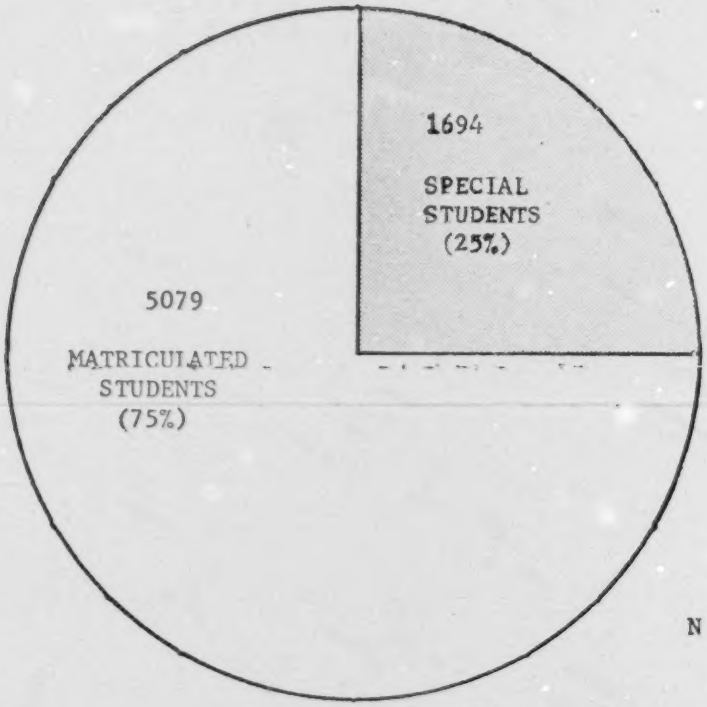
Out of the total 6773 students registered, 1831 students (27%) chose not to enroll for the subsequent Fall 1970 semester. A total of 1261 of these 1831 students were classified as non-returning special students. The non-returning special students were the focus of the present investigation (see Figure 2).

The actual subjects of this study became the 236 (41.4%) students out of the possible 570 non-returning special students who completed questionnaires (see Appendix A for questionnaire). A breakdown of the 236 special students' activities after leaving Montgomery College is presented in Figure 3. Approximately half of the students either entered or continued employment after terminating at the College. An additional 27 percent of these students entered another institution of higher education, while 15 percent of the students stated that they were housewives.

THE FINDINGS

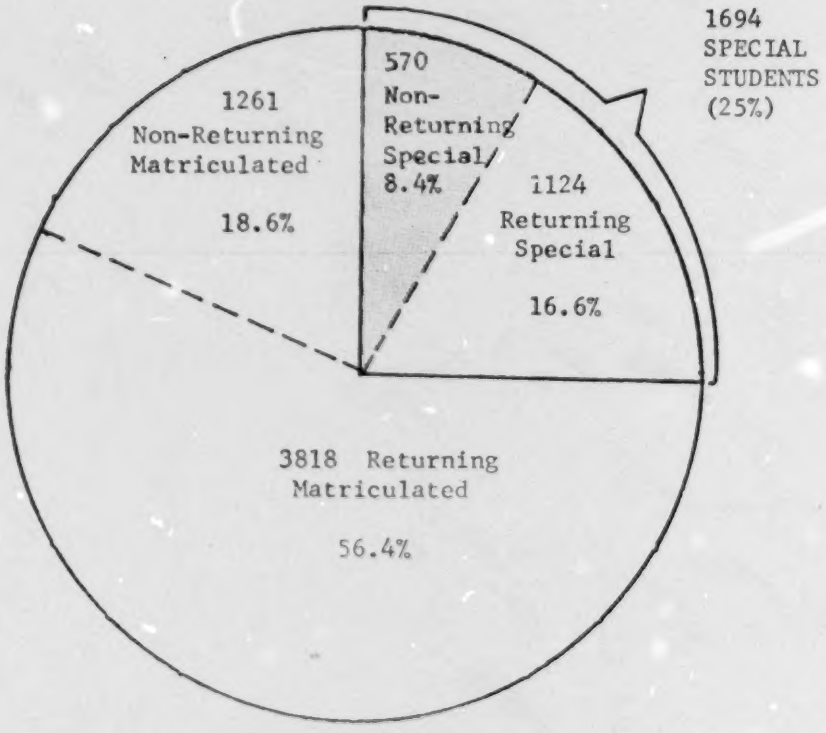
Reasons for Attending and Leaving

When asked to state why they chose to attend Montgomery College, the largest proportion of students responding to the question indicated that they entered Montgomery College because of special courses they



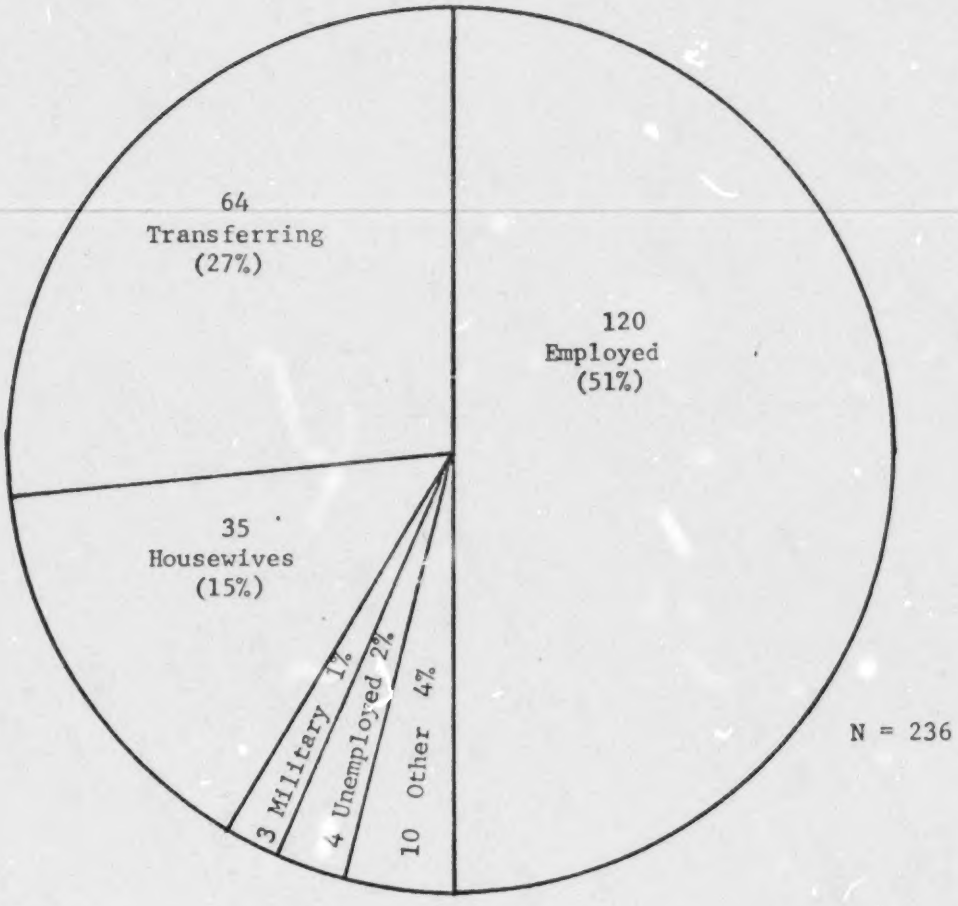
F I G U R E 1

STUDENT ENROLLMENT, SPRING 1970



F I G U R E 2

PERCENTAGES OF NON-RETURNING STUDENTS BY GROUPS



F I G U R E 3

CURRENT ACTIVITY OF NON-RETURNING SPECIAL STUDENTS

desired to take (35%). An additional 30 percent stated they attended because of the open admissions policy. A listing of the special students' reasons for attending the College is presented in Table I.

In keeping with their reasons for attending the College, the special students were also asked why they chose not to return for the Fall 1970 semester. Approximately 36 percent of the special students stated that they did not register for the Fall 1970 semester because of personal reasons not related to school. Another 30 percent of the students did not return for the Fall semester because of "other" reasons. On the most part, these "other" reasons were also personal in nature. Only 4 percent (10) of the non-returning special students revealed that they left the College to obtain a job (see Table II). Although this number does not correspond to the 120 students indicated in Figure 3 as full-time employed, it should be noted that it is not known how many of the special students participating in this study were actually employed full-time while attending the College during the Spring 1970 semester.

Plans for Returning

Students' attitudes toward returning to Montgomery College are presented in Table III. About 34 percent (81) of the special students indicated that they planned to return to the College. An additional 13 percent (30), stated that they would possibly attempt it again or would like to give it another try. Only 3 percent (7) of the students disclosed that they would avoid it by all means.

TABLE I

SPECIAL STUDENTS' REASONS FOR ATTENDING
MONTGOMERY COLLEGE

Reasons	Number of Students	Percent
Special Courses	49	21
Open Admissions Policy	42	18
"Other" Reasons	27	11
General Reputation	19	8
Job Placement Service	2	1
No Response	97	41
TOTAL	236	100

TABLE II

REASONS WHY SPECIAL STUDENTS LEFT MONTGOMERY COLLEGE

Reasons	Number of Students	Percent
Took a Job	10	4
Couldn't Get Good Grades	1	.5
Too Much Course Work	1	.5
School Wasn't Relevant	2	1
Military Service Interfered	2	1
Personal, Not School Related	86	36
Only Needed Certain Courses	36	15
Other	70	30
No Response	28	12
TOTAL	236	100

TABLE III

ATTITUDE TOWARD RETURNING TO
MONTGOMERY COLLEGE .N THE FUTURE

Attitude	Number of Students	Percent
Avoid it by All Means	7	3
Possibly Attempt Again	16	7
No Feeling One Way or Other	11	5
Like to Give it Another Try	14	6
Planning to Return	81	34
Finished, No Reason to Return	30	13
Other	48	20
No Response	29	12
TOTAL	236	100

Attitudes toward Courses and Counseling

In an attempt to evaluate the instruction and counseling services offered by Montgomery College, the special students were asked their opinions by way of four questions. The first question was directed toward the special students' regrets about their course selection at Montgomery College. A total of 159 special students (68%) disclosed that they had no regrets about their courses. On the other hand, eight students revealed that they did have regrets about their course selection (see Table IV).

The second and third questions focused on the benefit that the students felt they had gained from the instruction and counseling services at Montgomery. As can be noted in Tables V and VI, the special students appeared to be more favorable toward the instruction they received at the College as compared to the counseling services offered. Almost half of the students participating in the study (47%) indicated that they felt they had gained "very much" from the instruction while only eight percent of the students felt they had gained "very much" from the counseling offered.

In contrast, 64 students indicated that they did not gain at all from the counseling while only three students stated that they did not benefit from the instruction. It should be emphasized that no quantitative measure was available on the number of times the students used the counseling services. Further, it should be noted that 112 students (47%) did not respond to the question, thus making it difficult to derive implications from the data.

TABLE IV

SPECIAL STUDENTS' ATTITUDES TOWARD THEIR CHOICE OF COURSES AT MONTGOMERY COLLEGE

Regret of Choice	Number of Students	Percent
Yes	8	3
No	159	68
No Response	69	29
TOTAL	236	100

TABLE V

SPECIAL STUDENTS' ATTITUDE TOWARD THE INSTRUCTION AT MONTGOMERY COLLEGE

Benefit from Instruction	Number of Students	Percent
None	3	1
Very Little	4	2
Somewhat	49	21
Very Much	111	47
No Response	69	29
TOTAL	236	100

TABLE VI

SPECIAL STUDENTS' ATTITUDE TOWARD THE COUNSELING SERVICES OFFERED AT MONTGOMERY COLLEGE

Benefit from Counseling	Number of Students	Percent
None	64	27
Very Little	16	7
Somewhat	26	11
Very Much	18	8
No Response	112	47
TOTAL	236	100

TABLE VII

SPECIAL STUDENTS' ATTITUDES TOWARD THE DIFFICULTY OF COURSES AT MONTGOMERY COLLEGE

Difficulty of Courses	Number of Students	Percent
None	128	54
Very Little	21	9
Somewhat	13	5
Very Much	1	1
No Response	73	31
TOTAL	236	100

The last question in the section related to the students' attitudes toward counseling and instruction had to do with the perceived difficulty level of courses. As reported in Table VII, 128 (54%) of the 236 students surveyed indicated that they did not feel that the courses offered at Montgomery College were difficult. In contrast, 34 (14%) of the special students stated that they felt the courses were "a little" or "somewhat difficult." Again, a large percentage of the students (31%) did not respond to the question.

Changes in the College

In an effort to elicit the students' individual attitudes toward Montgomery College, the special students were asked what they would like to see changed most and least at the College. The most frequently mentioned responses are presented in Tables VIII and IX. Because of the extremely low percentage of response to these questions (24 and 27 percent respectively), it is difficult to derive any valid implications from the findings However, the lack of response to these two questions could be attributed to the students' positive feelings toward the College.

The largest number of students (14) responding to the first question, "most desired changes," indicated that they would like Montgomery College to become a four-year school. An additional eight students reported that they were dissatisfied with the registration procedures at the College while six students disliked class scheduling.

On the other hand, when considering the "least desired changes," twelve students stated that they thought Montgomery had a good faculty and would not like to see any changes in this area.

TABLE VIII

WHAT STUDENTS WOULD LIKE TO SEE CHANGED
MOST AT MONTGOMERY COLLEGE

Most Desired Changes	Number of Students	Percent
MC become a four-year school	14	6
Registration Procedures	8	3
Class Schedules	6	2
Night Class Availability	4	2
Rules and Regulations	3	1
More Counseling for Special Students	3	1
Extra Campus Sites	3	1
Other	19	8
No Response	176	76
TOTAL	236	100

TABLE IX

WHAT STUDENTS WOULD LIKE TO SEE CHANGED
LEAST AT MONTGOMERY COLLEGE

Least Desired Changes	Number of Students	Percent
Good Faculty	12	5
Class Size	11	5
Open Admissions Policy	10	4
Night Class Availability	5	2
Tuition, Fees, & Costs	4	2
Other	20	9
No Response	174	73
TOTAL	236	100

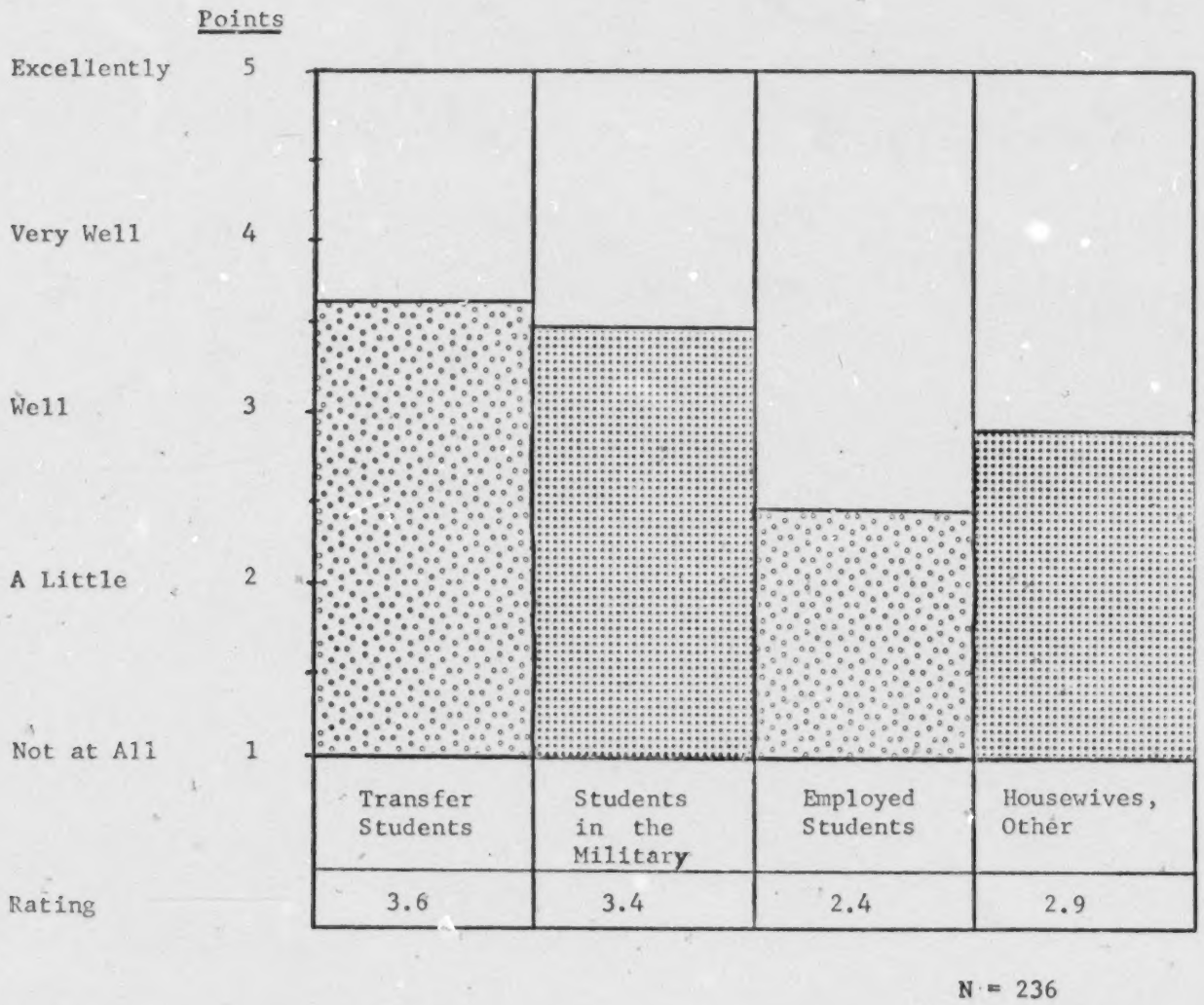
Another eleven students revealed their satisfaction with class size as did an additional ten with the open admissions policy. The only area that received responses from both sides was that of "night class availability." Five students were in favor of the night class schedule as opposed to four students who felt changes could be made.

Preparation for the Future

The students were asked to give their opinion on how well they felt Montgomery College had prepared them for their various futures. The data was based on a 5-point scale with 1 equal to "not at all" to 5 equaling "excellently." The highest average rating of the value of the College's preparation was given by those students who transferred to another school (3.6). The second most favorable rating was given by former students who entered the military service (3.4). The lowest opinion was reported by those students who were employed after leaving Montgomery College (2.4). It would appear from the findings that approximately 50 percent of the 236 non-returning special students felt that they were prepared at least "well" for their future careers.

Transferring Students

Out of the total 236 special students participating in this study, 64 (27%) students entered another institution of higher learning after leaving Montgomery College. The largest percentage of students (28%) entered colleges outside of the Maryland-Washington, D.C. area. An additional 25 percent of the students transferred to the University of Maryland while 22 percent entered colleges located in Washington, D.C. A breakdown of the types of schools students entered after leaving Montgomery College is presented in Table X.



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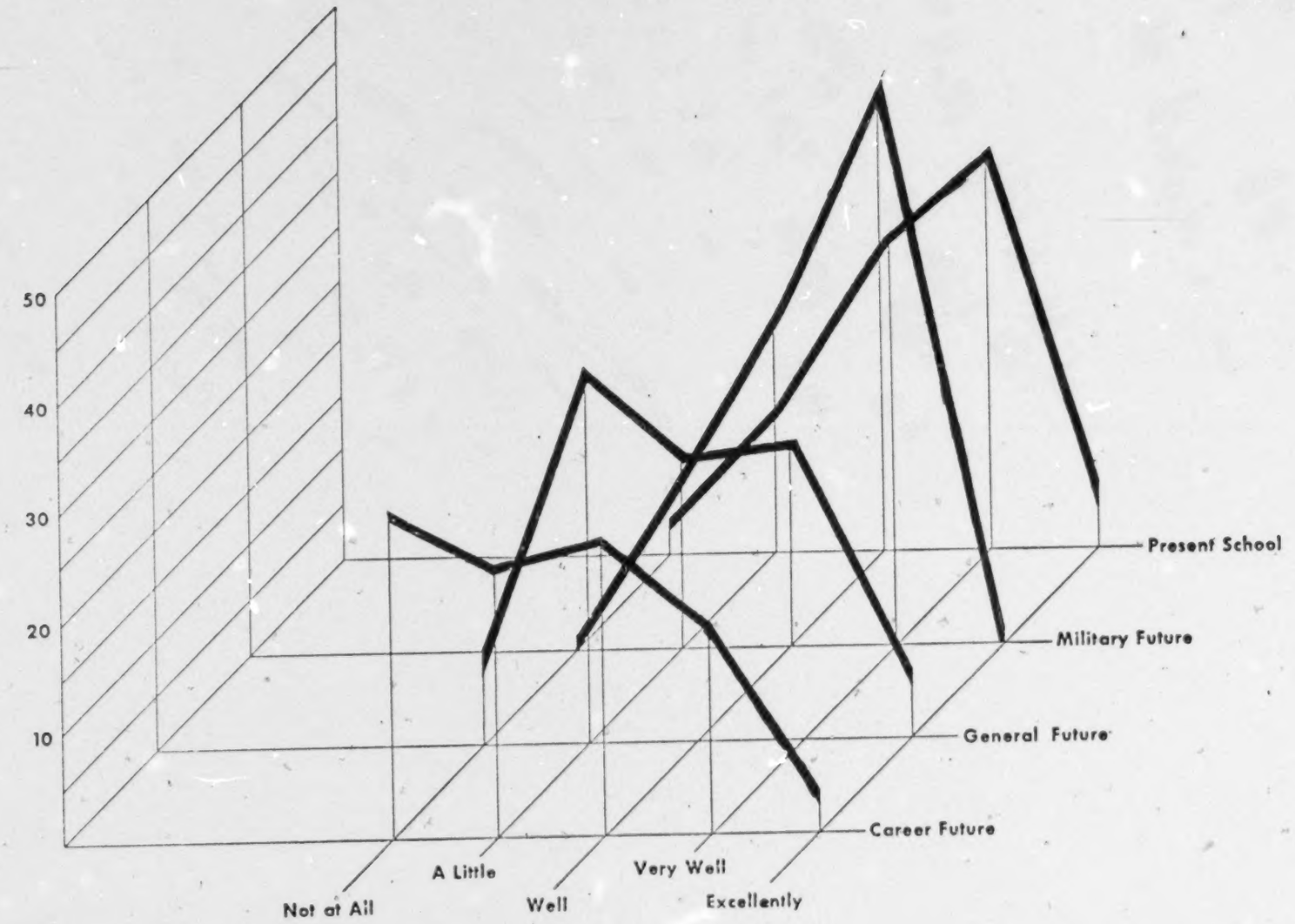
F I G U R E 4

STUDENT'S OPINIONS AS TO HOW WELL
MONTGOMERY COLLEGE PREPARED THEM FOR THEIR FUTURE



Profile of Attitudes of Quality of Preparation at Montgomery College

TABLE X

TYPE OF SCHOOL TRANSFERRING SPECIAL STUDENTS
ENTERED AFTER LEAVING MONTGOMERY COLLEGE

Type of School	Number of Students	Percent
Out of Md./D.C. area	18	28
University of Maryland	16	25
D.C. Colleges and Universities	14	22
Md. State Colleges	7	11
Trade or Technical Schools	6	9
School not given	3	5
TOTAL	64	100

The major curriculums of the non-returning special students who transferred to other schools are provided in Table XI. As noted on the table, the largest number of transferring special students are majoring in liberal arts, followed by business administration and engineering. Only the most frequently chosen curriculum areas are listed in the table. A complete listing of all curriculum areas entered is reported in Appendix B.

When asked about their ability to transfer credits earned at Montgomery College to their new school, 90 percent (50) of the 64 students indicated that they were not able to transfer some of the credits to their new school. The remaining six students reported that they were able to transfer all the credits that they earned at Montgomery (see Table XII).

Full-Time Employed Students

A total of 120 (51%) of the non-returning special students stated on their questionnaires that they were employed full-time after leaving Montgomery College. How many of these students were employed full-time while attending Montgomery was not available from the data gathered. Only ten students revealed on their questionnaires that they left the College to obtain full-time employment. This small number would tend to indicate that many of the "full-time employed" students may have been working while attending school.

The largest number of students (27) indicated that they were employed in managerial-office occupations. An additional 24 students stated that they were employed as secretaries or as clerical workers. Ten of the "full-time employed" students stated that they were teachers, and most likely, were employed full-time while attending the College.

TABLE XI

CURRICULUM AREAS OF NON-RETURNING SPECIAL STUDENTS AT THEIR NEW SCHOOL

Curriculum Area	Number of Students	Percent
Liberal Arts	15	23
Business Administration	4	6
Engineering	4	6
General Computing	3	5
General Education	3	5
Biochemistry	3	5
Accounting	2	3
Dental Hygiene	2	3
Sociology	2	3
Other	17	27
Curriculum Not Reported	9	14
TOTAL	64	100

TABLE XII

CREDITS LOST IN TRANSFER

Credits Lost	Number of Students	Percent
Yes	58	90
None	6	10
TOTAL	64	100

Table XIII presents a listing of the "full-time employed" students' present occupations. The job areas used were derived from the Department of Labor's Dictionary of Occupational Titles.

TABLE XIII

OCCUPATIONS ENTERED BY NON-RETURNING SPECIAL STUDENTS

Job Title	Number of Students	Percent
Managerial Office Occupations	27	23
Secretarial/Clerical	24	20
Service and Technical	21	18
Data Processing	16	13
Teaching	10	8
Police/Fire Department	9	8
Health Related	6	5
Other	7	5
TOTAL	120	100

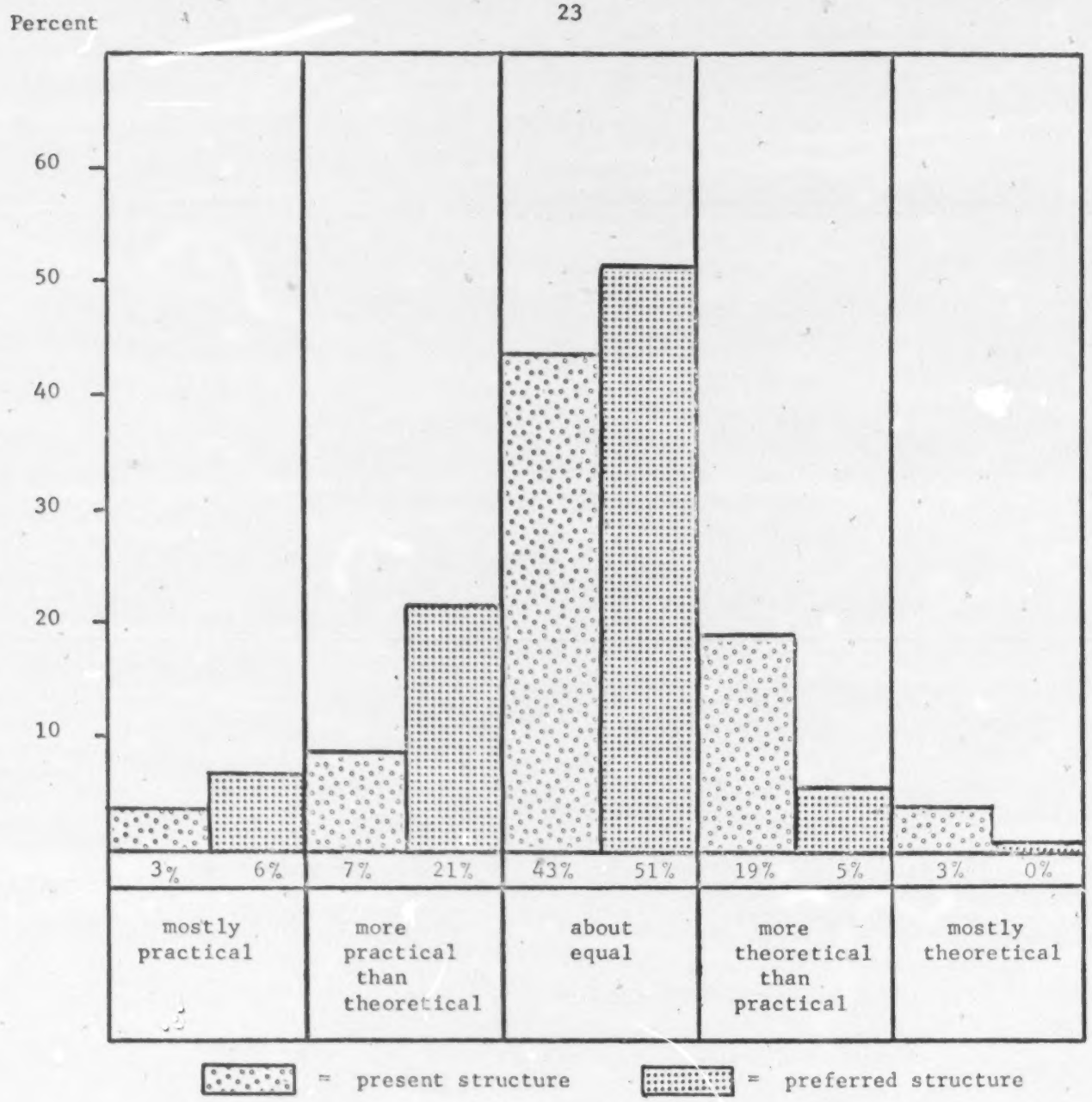
The employed portion of the special students involved in this study were asked to complete questions regarding their attitudes toward the present and future structure of career and vocational courses at Montgomery College. Data pertaining to the students' attitudes are presented in Figure 5. The largest proportion of students (43%) felt that courses at Montgomery College were about equal in their practical and theoretical content. An additional 19 percent of the students felt that the courses offered were more theoretical than practical in content.

In regard to how courses should be structured, 51 percent of the students stated that they preferred courses to be about equal in practical and theoretical emphasis while 21 percent indicated that they preferred more practical than theoretical content. None of the students felt that courses should be mostly theoretical while 6 percent felt they should be mostly practical. No information is available as to the curriculum areas of the students in regard to their attitudes toward course structure.

Students in the Military

Out of the 236 non-returning special students, only three (1%) indicated that they had entered the military after leaving Montgomery College. Due to this small number, the data related to military service will be handled very briefly.

Two of the students stated that they intended to make a career out of the military while one student stated that he would return to school after his military service. When asked about the military training they were receiving, all three students reported that the skills they were learning could be transferred to civilian occupations. Further, two of



F I G U R E 5

STUDENTS' ATTITUDES TOWARD PRESENT AND PREFERRED STRUCTURE OF CAREER AND VOCATIONAL COURSES AT MC

the students stated that their courses at Montgomery were not related to their military training while one student reported that the courses were related. No conclusions can be derived due to the small number of students entering the military.

SUMMARY, FINDINGS, AND IMPLICATIONS

The present baseline study focusing on special students is part of a continuing examination of non-returning students at Montgomery College. The actual subjects of this investigation were the 236 students who completed questionnaires out of a possible 570 non-returning special students. These special students were enrolled at Montgomery for the Spring 1970 semester and chose not to register for the Fall 1970 semester.

The questionnaire used for the present study was created for the non-returning matriculated student baseline study, Where Have All the Freshmen Gone? (Gell and Bleil, 1973). The questionnaire contained the following four sections: general information, information pertaining to in-school (transferring) students, information regarding full-time employed students, and information from students who had entered the military service.

Overall, it was found that 120 (51%) of the students involved in this study entered full-time employment after leaving Montgomery College. Another 64 students (27%) transferred to other schools, three (1%) entered the military, and 35 (15%) were housewives.

A large proportion of the special students stated that they enrolled at the College because of special courses offered and the open admissions policy. On the other hand, many students left Montgomery for personal reasons

or only came to take special courses. The students' overall attitudes toward returning to the College were very positive.

Generally, the majority of the students stated that they had no regrets about their course selection and felt that they had gained great benefit from the instruction provided by the College. However, student attitude was not perceived to be as favorable toward the counseling services provided. Here again it must be mentioned that no data were available as to how often students availed themselves of the counseling services offered.

In examining the data related to transferring students, it was found that the greatest number of students transferred to schools outside of the Maryland-Washington, D.C. area or the University of Maryland. On the most part, these students enrolled in their new schools as liberal arts, business administration or engineering majors.

Of the 120 students who indicated that they were employed full-time after leaving Montgomery College, the greatest number were employed in some type of business-related occupation at the managerial, secretarial or clerical level. From the data gathered, it can be assumed that a large proportion of the students were satisfied with the instructors and course structure provided by the College. There appears to be somewhat of a close relationship between the type of course structure offered at Montgomery and the way students would prefer courses to be structured.

Overall, the 236 special students stated that they felt Montgomery College had prepared them "well" for their current activities. Those students transferring to other schools appeared to have the most favorable attitude while students entering full-time employment had the least favorable

attitudes. However, it is not known how many of the employed students actually entered occupations related to their coursework.

In conclusion, approximately two-thirds of the 236 special non-returning students left Montgomery College for personal-related reasons. These generally were reasons that were in no way related to the instructional offerings of the College and therefore could not be averted. It does appear from the findings that these students left with very positive feelings toward their experiences at the College.

APPENDIX A

NON-RETURNING STUDENTS FOLLOW-UP QUESTIONNAIRE

MONTGOMERY COLLEGE

OFFICE OF INSTITUTIONAL RESEARCH

NON-RETURNING STUDENTS FOLLOW-UP QUESTIONNAIRE

2-10 _____ (correct name)

11-31 address _____

_____

32 social security no. _____

PLEASE CHECK THE APPROPRIATE BOX OR COMPLETE AS APPROPRIATE

33 ARE YOU NOW....? (Check one only)

☐1 In school — *Please complete Part A*

☐2 In military service — *Please complete Part B*

☐3 Employed full-time — *Please complete Part C*

☐4 Looking for employment

☐5 Housewife

☐6 Other *Please specify* _____

Please complete Part D

34 WHY DID YOU LEAVE MONTGOMERY COLLEGE? (Check one only)

☐1 Took a job

☐2 Couldn't get good enough grades

☐3 Too much course work

☐4 School wasn't relevant

☐5 Military service interfered

☐6 Personal, nothing to do with school

☐7 Was confused about what was expected

☐8 Only needed certain courses for job or promotion

☐9 Other *Please specify* _____

35 WHAT IS YOUR ATTITUDE TOWARD COMING BACK TO MONTGOMERY COLLEGE?

☐1 Avoid it by all means

☐2 Possibly attempt it again

☐3 No feelings one way or the other

☐4 Would like to give it another try

☐5 Definitely planning to return

☐6 Finished at Montgomery College No reason to return

☐7 Other, *Please specify* _____

PART A

IN SCHOOL

36 ARE YOU CURRENTLY ENROLLED IN....?

☐1 University of Maryland

☐2 Other Maryland State College

☐3 University or College in Washington, D.C.

☐4 University or College not in Maryland or D.C.

☐5 Trade or Technical School

37-38 WHAT IS YOUR CURRENT MAJOR? _____

39 DID YOU LOSE ANY CREDITS IN TRANSFERRING FROM M.C. TO YOUR PRESENT SCHOOL? 1 ____ Yes 2 ____ No

If yes, how many and in what courses? _____

_____

40 HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR PRESENT SCHOOL?

☐1 Not at all

☐2 A little

☐3 Well

☐4 Very well

☐5 Excellently

NON-RETURNING STUDENTS FOLLOW-UP QUESTIONNAIRE

PART B

MILITARY

DO YOU INTEND TO....?

41 ☐1 Make a career of the military service ☐2 Return to school after service ☐3 Return to, or find a job after service ☐4 Other, *Please specify* _____

IS THE MILITARY GIVING YOU TRAINING CLASSES IN SKILLS WHICH ARE USABLE IN CIVILIAN OCCUPATIONS?

42 ☐ 1_____ Yes ☐ 2_____ No

43 IF YES, A. Are these classes related to your studies at M.C.? ☐ 1_____Yes ☐ 2_____No

44 B. Do you plan to continue training in this field when you leave military service? ☐ 1_____Yes ☐ 2_____No

HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR FUTURE?

45 ☐1 Not at all ☐2 A little ☐3 Well ☐4 Very Well ☐5 Excellently

PART C

EMPLOYED

WHAT IS THE RELATIONSHIP OF YOUR STUDIES AT MONTGOMERY COLLEGE TO YOUR PRESENT JOB?

46 ☐1 Studies were necessary or required for job ☐2 Studies were helpful for the job ☐3 Studies were unnecessary for or unrelated to the job

PLEASE INDICATE HOW YOU FEEL M.C.'S CAREER OR VOCATIONAL COURSES ARE PRESENTLY STRUCTURED.

47 ☐1 Mostly practical experience ☐2 More practical than theoretical ☐3 About equally practical and theoretical ☐4 More theoretical than practical ☐5 Mostly theoretical emphasis

PLEASE INDICATE HOW YOU WOULD LIKE THE CAREER OR VOCATIONAL COURSES TO BE STRUCTURED.

48 ☐1 Mostly practical experience ☐2 More practical than theoretical ☐3 About equally practical and theoretical ☐4 More theoretical than practical ☐5 Mostly theoretical emphasis

HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR CAREER?

49 ☐1 Not at all ☐2 A little ☐3 Well ☐4 Very well ☐5 Excellently

50-52 WHAT IS THE TITLE AND MAJOR DUTIES OF YOUR PRESENT JOB? _____

_____

COMMENTS

_____

_____

_____

return completed questionnaire in enclosed, stamped, self-addressed envelope to: OFFICE OF INSTITUTIONAL RESEARCH
MONTGOMERY COLLEGE
Rockville, Maryland 20850

NON-RETURNING STUDENTS FOLLOW-UP QUESTIONNAIRE

PART D

GENERAL

53 WHAT PART OF M.C.'S PROGRAM WAS MOST IMPORTANT IN YOUR CHOICE TO ATTEND?

☐1 Special courses ☐2 Counseling Service ☐3 Job Placement Service ☐4 General Reputation ☐5 Open Admission Policy ☐6 Other, *Please specify* _____

54 DID YOU REGRET YOUR CHOICE OF COURSES AT MONTGOMERY COLLEGE?

1 ☐ Yes 2 ☐ No

If so, what do you wish you had taken? _____

55 DID YOU BENEFIT FROM THE INSTRUCTION?

☐1 No ☐2 Very little ☐3 Somewhat ☐4 Very Much

56 DID YOU BENEFIT FROM THE COUNSELING ?

☐1 No ☐2 Very little ☐3 Somewhat ☐4 Very Much

57 WERE THE COURSES TOO DIFFICULT?

☐1 No ☐2 A little ☐3 Somewhat ☐4 Very Much

WHAT WOULD YOU MOST LIKE TO SEE CHANGED AT MONTGOMERY COLLEGE?

58-59 _____

_____

WHAT WOULD YOU LEAST LIKE TO SEE CHANGED AT MONTGOMERY COLLEGE?

60-61 _____

_____

62 HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR FUTURE?

☐1 Not at all ☐2 A little ☐3 Well ☐4 Very Well ☐5 Excellently

COMMENTS

_____

_____

PLEASE RETURN COMPLETED QUESTIONNAIRE IN ENCLOSED, STAMPED, SELF-ADDRESSED ENVELOPE TO:

OFFICE OF INSTITUTIONAL RESEARCH
MONTGOMERY COLLEGE
51 MANNAKEE STREET
ROCKVILLE, MARYLAND 20850

APPENDIX B

CURRICULUM AREAS OF NON-RETURNING SPECIAL STUDENTS AT THEIR NEW SCHOOL

APPENDIX B

CURRICULUM AREAS OF NON-RETURNING SPECIAL STUDENTS AT THEIR NEW SCHOOL

Curriculum Area	Number of Students
Liberal Arts	15
Business Administration	4
Engineering	4
General Computing	3
General Education	3
Biochemistry	3
Accounting	2
Dental Hygiene	2
Sociology	2
Art	1
Cartography	1
Electronic Data Processing	1
Civil Engineering Technology	1
Business Management	1
Political Science	1
Geography	1
Medical Lab Technology	1
Mental Health Technology	1
Nursing	1

Physical Therapy	1
Criminal Justice	1
Psychology	1
Pre-Dentistry	1
Medical Technology	1
Pre-Veterinarian	1
Executive Secretary	1
Curriculum Not Reported	9
TOTAL	64

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